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AUTHOR Nusz, Phyllis Jane
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ABSTRACT

In 1979, Bakersfield College (BC), California, designed and implemented a comprehensive student recruitment program aimed at students from feeder high schools. To determine the effects of major changes in the recruitment program, a study was conducted comparing the percentage of high school graduates who enrolled at BC under the comprehensive recruitment program with the percentage who enrolled following the program changes. An analysis of enrollment figures for fall 1983 and fall 1984 by high school and district indicated that for 16 of the 17 feeder high schools there was no significant difference in enrollment rate following a decrease in resources expended and the elimination of a one-to-one effort on the part of recruiters. The study report includes a literature review and a proposed model for a community development program at BC. (LAL)

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AN ANALYSIS OF THE COMPREHENSIVE HIGH SCHOOL RECRUITMENT PROGRAM AT BAKERSFIELD COLLEGE

by

Phyllis Jane Nusz, M.A.

Bakersfield College

A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

April 1986

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ABSTRACT

Recent studies have indicated that there is a national decline in enrollment at community colleges of students in the 18- to 21-year-old population. Being aware of these findings, Bakersfield College designed and implemented a comprehensive recruitment program in 1979 specifically for its institution. Having shown several years of positive results with the original program, major modifications have since taken place that may have a negative effect on the outcome of current and future enrollment patterns.

The purpose of this study was to compare the percentage of high school graduates enrolled from feeder high schools under the 1982-1983 comprehensive versus the 1983-1984 non-comprehensive recruitment program at Bakersfield College based on the enrollment figures for the fall semesters 1983 and 1984.

The procedure used for this study began by identifying the number of high school graduates from the seventeen feeder high schools of the Kern High School District who enrolled at Bakersfield College in the fall of 1983 and in the fall of 1984. Percentages of students enrolling were then tested both by individual high school and the entire Kern High School District. To determine the outcome of this study a z-test on proportions and

differences was tested at the .05 level for a significant difference.

The final results proved the null hypothesis to be true in sixteen of the high schools tested. Therefore, it was concluded that the decrease in the resources and the elimination of the one-to-one effort on the part of the recruiters in the high schools had not made any demonstrable difference in the attendance patterns of recent high school graduates in the years compared. One high school did show a significant drop in seniors attending Bakersfield directly out of high school in 1984.

Based on the review of literature and the findings of this study, the following recommendations have been made:

1. That a study be conducted to investigate if the current and projected high school enrollment patterns for the Kern High School District and Kern County fall into the national trend of declining enrollment, since Bakersfield, California, has recently been recognized as one of the fastest growing cities in the State where the community college may be exempt from a deteriorating enrollment pattern.

2. That since the study was conducted using concurrent years of enrollment and an enrollment fee has now been mandated in the California community college system, another comparative study should be conducted to include

the percentages of high school graduates for 1984-1985 enrolled from feeder high schools at Bakersfield College the fall of 1985 to see if any change has taken place during the three year period.

3. That as agreed prior to undertaking this study, the Bakersfield College President and administrative staff review the results of this study to determine the future direction of the college's high school recruiting efforts.

Chapter 1

INTRODUCTION

Description of Problem

According to research conducted by Breneman and Nelson between 1979 and 1982, a national decline was projected in enrollment at community colleges of students in the 18- to 21-year-old population (Breneman, 1981:2). Being aware of these findings, Bakersfield College designed and implemented a comprehensive recruitment program in 1979 specifically for their institution. Having shown several years of positive results with the original program, major modifications have since taken place that could have a negative effect on the outcome of current and future enrollment patterns.

Purpose of Study

The purpose of this study was to compare the percentage of high school graduates enrolled from feeder high schools under the 1982-83 comprehensive versus the 1983-84 non-comprehensive recruitment program at Bakersfield College based on the enrollment figures for the fall semesters, 1983 and 1984.

Research Hypothesis

It was the opinion of the researcher that although enrollment at Bakersfield College had leveled off, statistics would show that the percentage of high school graduates enrolled from feeder high schools at Bakersfield College the last two years had been negatively influenced by the lack of a comprehensive recruitment program.

Relationship to Course

This study was designed to meet the goals of the course on Applied Educational Research and Evaluation to demonstrate the researcher's ability to identify a researchable problem, select appropriate research methods, prepare a research report to communicate research findings, and draw reasonable conclusions from research results (Nova University, 1984:1).

Chapter 2

BACKGROUND AND SIGNIFICANCE

Justification of Problem

In 1976, the Kern Community College District conducted a study for the purpose of projecting future enrollment patterns for the time period of 1976-1983. Bakersfield College, one of the three campuses located within the District, used the graduate attendance records of the seventeen feeder high schools in the Kern High School District for determining their statistics. The study revealed that during the seven year period of 1976-1983 the District enrollment would decline a total of 2,422 seniors or 13.4 percent (Collins, 1984:120).

After being informed of the findings, the certificated staff at Bakersfield College designed a model recruitment program suitable for use at the community college level (Appendix A). With the support and input of high school principals, counselors, and career guidance specialists, the program went into operation during the spring semester, 1979. In the fall of the same year, the researcher was given the position of Director for the High School Relations Program, with the assignment to refine and expand the college recruitment efforts by: (1) improving

communication with students relative to programs available at Bakersfield College; (2) improving procedures for faculty-to-faculty articulation; and (3) improving guidelines for concurrent enrollment of high school students at Bakersfield College (Wright, 1979:15). By 1983, the High School Relations Program serviced a total of 35 high schools on a regular basis, located in five counties.

With the reduction of State funding to Bakersfield College in 1983, the number of certificated staff assigned to work in the High School Relations Program were drastically reduced. Faculty members had to return to classroom assignments in order to fill vacancies left open by former part-time faculty. The comprehensive recruitment program that had identified Bakersfield College within the high school community as an institution providing excellent educational opportunities in both transfer programs and job training, reduced contact with the feeder high schools to a bare minimum (Appendix B).

Significance to the Institution

With the return of minimal funding to Bakersfield College and the feasibility of hiring new staff and/or reinstating former programs, the time was right to conduct an in-depth study as to the effect of the High School Relations Program on the current and future enrollment patterns at Bakersfield College. Although over 50 percent

of the current student body have been re-entry students, it was vital that the number of high school graduates enrolling at the institution remain the same or increase in order that faculty and programs could continue.

It should be brought to the attention of the reader, that within the last two years the four-year state college located in the Bakersfield area also initiated a comprehensive recruitment program and has shown an active growth in enrollment figures. Without entering the competitive market, Bakersfield College could end up with a minus versus a plus figure in the 17- to 21-year-old age bracket.

Review of Literature

An ERIC search for literature revealed a limited amount of information on community college high school recruiting programs. Five sources were found that were directly related to the community college system, with the most recent publications having been written in 1981.

Judi Gregory presented a paper at the Annual Community College Research Conference of the California Community and Junior College Association at Monterey, California, where she stated that the most effective technique for high school recruiting was that of having college faculty make personal visits to individual high school campuses. Of the community colleges surveyed in California, 97 percent used the faculty visitation technique.

The least successful procedure was that of recruiting by placing ads in high school newspapers (Gregory, 1981:2).

In 1981, Jaime Chahin prepared a publication to discuss a marketing model suitable for use at the community college level. The publication began with an overview of projected enrollment decreases and a discussion of ways to better serve the non-traditional student in the face of such a decline. The researcher has recommended this source for review by the Bakersfield College counseling staff and High School Relations Team. One unique idea that was introduced was that at the end of the school year every high school graduate receive a congratulatory letter from the institution in their area along with a follow-up telephone call (Chahin, 1981:6).

The Florida community college system was the basis for a study conducted by Cornelius Lockett which shared the results of a computer-assisted guidance program developed as part of a model for articulation between the public secondary schools in Duval/Nassau counties and the 28 publicly supported community colleges in Florida. The study found that as far back as 1973 when the recruiting office was abolished at Florida Junior College in Jacksonville, a gap was created between the secondary schools and the community college. Many times counselors in the secondary schools did not know who to contact to get specific information for a student and in some cases would not

bother to contact anyone for information (Lockett, 1981:2). Lockett went on to say that one form of successful recruiting technique was to conduct assemblies at local middle schools for eighth graders. This was an idea that was being considered at Bakersfield College in 1982-83, just prior to the reduction in staff of the High School Relations Team.

Although written in 1979, the most interesting and innovative reference came from Gayle Noll in Texas. In response to a three percent decline in fall 1977 enrollments, Odessa College developed and implemented a comprehensive marketing program. The college hired the professional services of Johnson Associates from Oak Brook, Illinois. Dennis Johnson, nationally known in the area of marketing higher education, was the presenter at a workshop attended by the researcher in Los Angeles in 1981. The philosophy of this marketing professional was that ". . . higher education is a business. It has to justify its existence through good deeds and not just through hallowed words" (Noll, 1979:20). The "Johnson Plan" was spelled out in detail in this source and provided a thorough marketing/recruiting package suitable for use by the majority of community colleges.

With the balance of the sources being of an older vintage, the outcome of the recent review of literature identified two basic facts: (1) that some institutions

were actively preparing for the projection for the next 10 to 20 years forecast enrollment declines and (2) that recruitment and articulation procedures with high school students and staff needed to be well-planned and executed in the form of a marketing package used in the same manner as individuals and businesses operating in the corporate community (Chahin, 1981:3).

Definition of Terms

Dependent Variable

The dependent variable for this study was the number of students enrolled from feeder high schools at Bakersfield College during the 1982-83 and 1983-84 academic years.

Independent Variable

The independent variable was the elimination of the 1982-83 comprehensive high school recruitment program conducted at Bakersfield College.

Community Development Program

This Program has been composed of five different units designed to integrate the college more fully into its various communities with one unit being the High School Relations Program (Wright, 1979:1).

High School Relations Program

The High School Relations Program has been staffed by full-time certificated staff having part of their contract assignment working as a recruiter for Bakersfield College.

Limitations

The major limitation that could have effected the outcome of this study was the fact that as of the fall semester 1984, the State of California imposed a $50 per semester enrollment fee on all full-time students. Although this fee was far below the national average, this was the first time that students in this state had ever had to pay anything over and above the regular class fees.

A second limitation which could have influenced the outcome of this study was the fact that the Bakersfield College High School Relations Program has been in operation at various campuses of the Kern High School District since 1979. Therefore, there may have been some spill-over of exposure on the seniors entering college in 1984 which could have biased their opinions towards enrolling at Bakersfield College. The major changes made in 1983-84 were that seniors were contacted in a classroom situation versus assemblies during the fall semester and all one-on-one conferences were eliminated during the spring semester.

Assumptions

The basic assumption for this study was that the statistical figures provided by the District Data Processing Office was based on the number of high school graduates enrolled at Bakersfield College from seventeen feeder high schools in the Kern High School District at the start of each given year.

Chapter 3

PROCEDURES

Collection of Data

Data were collected indicating the total number of 1982-83 and 1983-84 high school graduates enrolled from the Kern High School District at Bakersfield College, as of the first census reports of the fall semesters 1983 and 1984. This information was obtained from the Kern Community College District Data Processing Center after having been submitted by the Bakersfield College faculty and Admissions Office for State reporting purposes (Appendix C).

The process that was used for collecting the appropriate statistics included: (1) a review of the actual and projected enrollment figures of the Kern High School District, 1976-1993; (2) a review of the birth rate statistics for Kern County and the Kern High School District, 1976-1983; (3) a comparison of the enrollment projections and actual enrollment figures for Bakersfield College, 1979-1983; (4) a comparison of enrollment figures and projections for 1983-84 and 1984-85; (5) an analysis of the growth/decline of the two years being compared; and (6) finally, a complete statistical comparative analysis of the percentage of high school graduates entering college from

the feeder high schools under the comprehensive versus the non-comprehensive recruitment program of Bakersfield College.

Treatment of Data

The null hypothesis for this study was that there would be no significant difference in the proportion of graduates enrolled at Bakersfield College directly after high school in 1983 versus 1984. If this prediction proved invalid, then there were two alternate hypotheses which were: (1) that the proportion of high school graduates attending Bakersfield College in 1983 would be greater than those in 1984; and (2) that the proportion of high school graduates attending Bakersfield College in 1984 would be greater than those in 1983.

To determine the outcome of this study, the high school graduate enrollment figures for the 1983 and 1984 fall semesters were tested by a z-test on proportions and differences. The data was tested at the .05 level for a significant difference using a one-tailed (upper) test. The null hypothesis was applied to seventeen high schools, plus as an entire district.

Chapter 4

RESULTS

The first step that took place in reviewing statistics for this study began by looking at the actual and projected enrollment figures of the Kern High School District, 1976-1993. In 1976 the actual enrollment totaled 18,075 students as compared to a projected figure in 1993 of 19,430 students--an increase of 1,355 students over a 17 year period (Collins, 1984:120).

The second set of statistics reviewed were the Kern County Live Birth Trends, 1976-1983, which would also effect the future enrollment of the Kern High School District. The report was presented in two year increments with 1982 being the latest reporting period. In 1982 the number of live births in the county exceeded 9,000 (9,427) which was a 13.8% increase over 1980. The years of 1980, 1978, and 1976 reported 8,100, 7,200, and 6,500 live births, respectively (Collins, 1984:91).

A study of actual and projected enrollment figures for Bakersfield College, 1976-1983, were not available on an annual basis but by decade. Since the College enrolled students who were almost exclusively 18 years of age or older, the District determined that in 1980, 69.12% of the population in Kern County was of the 18+ age cohort. It

was being projected that by 1990 the total will be 68.53%. Going one step further it was found that 5.64% of the 18+ age cohort was served by Bakersfield College. Since many factors could alter projected percentages either upward or downward, rather than guess at a different percentage the figures were left contained for district reporting purposes (Collins, 1984:100).

After determining the total number of seniors at each of the seventeen high schools in the Kern High School District during the 1982-83 and 1983-84 academic years, the total number of graduates who entered Bakersfield College the fall of 1983 (1,129) and 1984 (1,064) were converted into percentages (Table 1). Independent samples of size $N_1 \geq 100$ and $N_2 \geq 100$ were used with a one-tailed test to determine the outcome of the z-test for proportions and differences, along with the standard .05 level of significance, a critical z of 1.64, and an individual calculated z for each high school and entire District dependent on the percentages being tested (Table 2).

The percentage of differences tested for sixteen individual high schools in the entire District proved that there was no significant difference in the proportion of graduates attending Bakersfield College directly out of high school in 1983 versus 1984. Therefore, the null hypothesis was accepted. There was a significant difference between the proportion of seniors at Highland High

Table 1

Percentages of Kern High School District Graduates Entering
Bakersfield College the Fall Semesters 1983 and 1984

High School	1982-1983 Total Seniors	1982-1983 Total Graduates Entering B.C.	1982-1983 Percentage Graduates Entering B.C.	1983-1984 Total Seniors	1983-1984 Total Graduates Entering B.C.	1983-1984 Percentage Graduates Entering B.C.
Arvin	221	54	24.43	196	48	24.48
Bakersfield	419	180	42.95	388	156	40.21
Delano	300	68	22.66	300	81	27.00
East Bakersfield	233	77	33.05	247	69	27.93
Foothill	251	70	27.88	234	66	28.20
Garces Memorial	108	49	45.37	133	58	43.61
Highland	210	103	49.04	206	80	38.83
Kern Valley	91	18	19.78	103	30	29.13
McFarland	78	24	30.769	61	14	22.95
Mojave	78	0	0	68	3	4.41
North Bakersfield	372	134	26.02	361	120	33.24
Shafter	166	37	22.29	164	57	34.76
South Bakersfield	280	93	33.21	283	96	33.92
Tehachapi	142	31	21.83	114	22	19.29
Vista	222	6	2.7	212	9	4.24
Wasco	122	31	25.41	111	21	18.92
West Bakersfield	403	154	38.21	354	134	37.85
Kern High School District	3,696	1,129	3055	3,535	1,064	30.10

Table 2

Results of the Z-Test on Proportions and Differences to Prove That There Would Be No Significant Difference in the Proportion of Graduates Enrolled at Bakersfield College Directly After High School in 1983 Versus 1984

High School	Percentage Graduates Entering B.C.	Percentage Graduates Entering B.C.	Z_{Cal}
Arvin	24.42	24.48	-.0131382
Bakersfield	42.95	40.21	.7927486
Delano	22.66	27.00	-1.228476
East Bakersfield	33.05	27.93	1.2167291
Foothill	27.88	28.20	-.0775837
Garces Memorial	45.37	43.61	.2736885
Highland	49.04	38.83	2.0981583
Kern Valley	19.78	29.13	-1.5054646
McFarland	30.769	22.95	1.0263356
Mojave	0.0	4.41	-1.8770342
North Bakersfield	36.02	33.24	.7909219
Shafter	22.29	34.76	-2.5088929
South Bakersfield	33.21	33.92	-.1778643
Tehachapi	21.83	19.29	.4970845
Vista	2.7	4.24	-.8795392
Wasco	25.41	18.92	1.188467
West Bakersfield	38.21	37.85	.101881
Kern High School District	30.55	30.10	.4140958

.05 = Level of Significance

1.64 = $Z_{Critical}$

1.2332 = Standard Deviation

School who entered Bakersfield College in the fall of 1983 compared to those seniors who entered Bakersfield College in the fall of 1984. Therefore, for Highland the alternate hypothesis was accepted, that there was a significant drop in seniors attending Bakersfield directly out of high school in 1984.

Chapter 5

DISCUSSION, INTERPRETATION, AND RECOMMENDATIONS

Discussion

As stated earlier, the purpose of this study was to compare the percentage of high school graduates enrolled from feeder high schools under the 1982-83 comprehensive versus the 1983-84 non-comprehensive recruitment program at Bakersfield College based on the enrollment figures for the 1983 and 1984 fall semesters. These results were accomplished by taking the number of recent high school graduates from each feeder high school entering Bakersfield College in the fall of 1983 and 1984, converting the numbers into percentiles, and then comparing the figures by using the z-test for proportions and differences.

Upon reviewing the statistical data on the actual and projected enrollment figures of the Kern High School District, 1976-1993, the researcher was startled to find only a projected increase of 1,355 students over a 17 year period (Collins, 1984:120). This meant only a net increase of 7.5% during this period.

Reviewing the Kern County Live Birth Trends showed that the service area was developing a "baby bubble" as rates have started to ascend during the last several years.

This recent increase in the birth rate has already shown an impact on elementary school enrollments. The first signs were present that the decline in high school enrollment had leveled off, with 1983 probably showing an increase. If this was the case, an increase in community college enrollments due to a natural increase in the population should not be far behind. It was acknowledged that community college enrollments have been affected substantially by factors other than a natural increase in the population base. Natural increase was an important factor with the 1982 babies due for enrollment in 2000 but served as a mute issue in relation to current enrollment trends.

Looking at the statistics for actual and projected enrollment figures for Bakersfield College, 1976-1983, showed that 69.12% of the population in Kern County of the 18+ age cohort and only 5.64% of that group have been serviced by the institution. This fact gave the researcher a matter of concern and merits further investigation.

After reviewing the outcome of the test results of the individual high schools and the total District, and finding that Highland High School met the criteria for the alternate hypothesis, the researcher went back and re-examined the master calendar of events for the High School Relations Program for both 1982-83 and 1983-84. In 1982-83 five certificated employees were assigned part of their load to work as high school recruiters. The fall semester

saw specialized assemblies presented at each feeder high school to either the entire senior class or to students who signed up to attend the program. Each presentation included the showing of a sound/slide presentation which gave a general overview of Bakersfield College followed by dividing the larger group into four sub-groups which rotated to different rooms to hear specialized presentations by department representatives. At the conclusion of the two-hour session, packets of information were distributed which included accurate and attractive promotional materials provided by academic departments and service areas. A five minute period was set aside at the conclusion of the presentation to give seniors time to complete a Student Information Card where they were able to indicate if they were planning to attend Bakersfield College and/or wished additional information covering a particular aspect of the community college program. In turn, all cards were returned to the Community Development Program Office, which coordinated the activities of the High School Relations Program and provided master lists of names, addresses, and telephone numbers for each inquiry which were then given to the respective department or service area for follow-up.

During the spring semester, high school recruiters returned to the individual high schools on a weekly or monthly basis and made arrangements to contact every student who had expressed an interest in enrolling at

Bakersfield College the coming year. Recruiters met with the student in a one-to-one situation to answer questions or give directions regarding the registration process. In addition, the Community Development Program staff prepared a step-by-step information brochure explaining the registration process that was handed to the student and reviewed by the recruiter.

The fall semester of the 1983-84 academic year saw an innovative procedure develop with the High School Relations Program. Contact was made by the program director to each of the high schools requesting permission to change the initial contact with high school seniors from a large assembly format to that of serving as a guest speaker in individual class sessions lasting one period in length. This request was very well received, since fourth year students were frequently requested to be released from class. The advantage to the high school recruiter was that although they may have had to make as many as ten to twelve presentations per school, they were able to address groups of no more than thirty-five students per hour versus 200-300. The same content was used for each presentation, including the use of the overview sound/slide presentation, hand-out materials, and Student Information Card. The major difference came when students responded to the informality of the situation and were able to ask questions during the course of the presentation. By the end of the

fall semester, ten of the seventeen high schools had been serviced with the standard presentation and were anxiously awaiting the return of regularly scheduled visitation days in the spring.

At mid-year, the High School Relations Program staff was informed that financial cuts would have to be made in staff and services. Three-fifths of the staff were reassigned to other areas, which left not only the seventeen feeder high schools of the Kern High School District in the hands of two certificated staff members also assigned to other professional responsibilities, but an additional eighteen high schools which had been serviced in years past and were not a part of the Kern High School District. Of the seven District high schools still needing to be serviced with the initial student presentation, two schools were given the services by regular high school recruiters, while five high schools were visited by substitutes. Regular one-on-one visitations were made on a limited basis to the smaller outlying schools of Delano, McFarland, Shafter, and Wasco.

With the start of the 1984-85 academic year, the High School Relations Program was moved from the Community Development Program Office to that of the Counseling Department. A plan had been designed to compliment the format of previous years, plus add new individualized services for each high school. After reviewing the magnitude

of the program already in place, details of program management, and staff availability, program reductions were made once again. Assemblies and class presentations were made only on a limited basis, packets of informational materials were not distributed, and counselors had limited time for providing one-on-one contact. Along with these major changes was the State mandate of enrollment fees for all students.

Considering all of the factors which have come into play in 1984-85, the question emerged as to the outcome of future enrollment patterns at Bakersfield College. In the 1983 summary report presented by the California Postsecondary Education Commission, statistics were presented indicating that the California community college system could see as much as an 8.6 percent decline in enrollment because of a mandated enrollment fee for both full- and part-time students, beginning in 1984. This would mean a decline of 122,588 students within the State and a factor that was not included in the statistical test used for this study. Therefore, such projections make it vital that recruiting efforts be carefully evaluated in the immediate future at Bakersfield College (California Postsecondary Education Commission, 1983:67).

Interpretation

Having examined the results of the treatment of data, the following interpretation of findings have been presented.

First, after reviewing the number of seniors enrolled in the feeder high schools in 1982-83 and 1983-84, although the annual figures did show a slight increase or decrease at each school it was not significant enough to make a difference. In fact, the total number of seniors in the Kern High School District in 1982-83 were 3,696 versus 3,535 in 1983-84. A difference of only 61 students showed that it was apparent that the decrease in the resources and the elimination of the one-to-one effort on the part of the recruiters in the high schools had not made any demonstrable difference in the attendance patterns of recent high school graduates in the years compared.

Second, the question arose as to why only one high school, Highland, showed a significant difference for this study? The answer could be found by looking at the past history of the High School Relations Program. Each high school recruiter working on the staff in 1982-83 and 1983-84 had been with the program for three to four years. Staff members were not only familiar with their respective campuses, but were also identified by students as "the" representative for Bakersfield College. It was a common practice for recruiters to volunteer to serve as depart-

mental representatives and speak at assemblies for other high schools not part of their assignment, so they had become a recognized face to their constituents. If questions or concerns arose with members of the high school staff or students, communication lines were open and situations were solved before they turned into major problems.

Highland High School students have shown varying degrees of interest for attending Bakersfield College during the past four years. Factors that have led to this situation included the fact that during the last four years there have been four different recruiters working at the school, so there has been a lack of program continuity. Group presentations were available to students on a sign-up basis versus required attendance or a classroom situation. Both the senior counselor and principal have retired within the last two years and have left a void in the limited articulation that had been established with the school. Finally, with the reduction of High School Relations Program staff in 1983-84, the efforts needed to solve the problems which existed with the school could not be remedied and were left to deteriorate.

Recommendations

Reviewing the statistical findings of this study, the researcher has made the following recommendations.

First, a study should be conducted to investigate if the current and projected high school enrollment patterns for the Kern High School District and Kern County fall into the national trend of declining enrollment. With Bakersfield, California, recently having been recognized as one of the fastest growing cities in the State, the community college may be exempt from a deteriorating enrollment pattern.

Second, that because the study was conducted using concurrent years of enrollment and an enrollment fee has now been mandated in the California community college system, another comparative study should be conducted to include the percentages of high school graduates for 1984-85 enrolled from feeder high schools at Bakersfield College the fall of 1985 to see if any change has taken place during the three year period.

Finally, that as agreed prior to undertaking this study, the College President and administrative staff review the results to determine the future direction of the college's high school recruiting efforts. And, that in this review the staff re-evaluate the essentials of a successful recruitment program which include: (1) adoption of corporate marketing methods, such as market research, advertising, emphasis on selling, use of a professional sales staff, and altering the product according to marketing demands; (2) emphasis on people orientation; (3) total

college effort in keeping with institution goals and philosophy; (4) selling the parent; (5) an impressive placement record demonstrating what programs can offer; (6) linking of recruitment and financial aid activities; (7) selling those aspects of a college which are most distinctive in a manner which lets the perspective student know how he or she can benefit from them; (8) accurate, honest, and attractive promotional literature; and (9) awareness of competitors after the same students (Coppock: 1979). As stated by Gayle Noll,

> . . . Don't dip your toe into the water unless you plan to take the full plunge. Commit yourself to go all the way. No short cuts. A careful study is needed . . . a good plan . . . a professional to administer it . . . money to make it work . . . commitment . . . evaluation . . . and follow through (Noll, 1979:16).

Only after a thorough review of all elements related to this study can an appropriate decision be made to determine the direction of Bakersfield College for planning a productive high school recruiting program for years to come.

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APPENDIX A

COMMUNITY DEVELOPMENT

A Proposed Model and Program
for Bakersfield College

A SPECIAL REPORT TO THE PRESIDENT

July 21, 1978

Prepared by: Richard L. Wright
Assistant Dean of Admissions and Records

A community development program is a planned and organized strategy for developing a new direction for the college (i.e. making the college more responsive to community needs, resulting in more complete integration of the college into the community). All community colleges include this role in their philosophical commitment and some effectively pursue this part of their mission. The question is: Why should Bakersfield College commit human and fiscal resources to such a program? The answer lies in examining the current trends in public higher education.

First and primary, the clientele for community colleges has changed drastically in the last decade. The 1960's brought us hoards of "war babies" headed ultimately for 4 year institutions and bachelor degrees. Bakersfield College, during these times, attracted roughly 50% of area high school graduates. Today, we are attracting about 25% and of those students, one in four may obtain a four year degree. In summary, there has been a sharp change in volume and intensity of demand for transfer curricula from the 18-19 year old high school graduate. This fact coupled with the continued shrinking high school age clients well into the 1980's suggests this trend is likely to continue.

Public demand for accountability in higher education is a growing mood nationally and specifically in California. Movements such as Proposition 13 contain clear messages for accountability of tax revenues. I submit that institutions have no realistic basis for accountability claims until they can integrate themselves into their communities and generate a profile that allows the public consumer to see the various ways his tax investment in the college enhances and improves the community. To accomplish this task requires some rethinking and regearing of the present curriculum. If carefully planned, this new thrust will strengthen and complement rather than supplant the present curriculum.

Changes in clientele and demands for accountability suggest that unless an institution has the ability to adapt and respond to these powerful influences, a serious question of institutional vitality occurs. How does the college cope? One means is to examine new markets in which to sell our collective expertise. To do this requires a few simple steps:

1. Establish a service area.
2. Identify educational needs within the service area.
3. Determine a factual assessment of the quality of services presently offered to meet these needs.
4. Positioning strategies.
    a. Who is the competition?
    b. How is the competition?
    c. What are the strengths of the competition?
    d. Given the range of present services, what niche in that competitive range do we want and are prepared to occupy?

Planning is another effective means to cope with the realities of clientele and accountability. I am not suggesting long range planning as we presently know it in terms of 5 and 10 year master plans. I prefer that planning be re-examined and shortened to an 18-month cycle for the following reasons:

1. We consistently underestimate the rate of inflation which leads to poor fiscal projections.
2. We underestimate the rate of change.
3. We underestimate our opportunities.

Our planning counterparts in business and industry now utilize 12 and 18 month long range planning cycles because of these factors. We might be prudent to follow their lead.

How does an institution prepare to meet the realities of traditional clientele, the public demands for accountability, the development of new markets, and the pressure for improved planning? A large part of the answer to this question is the construction of a Community Development Program within the institution.

THE MODEL

This portion of the proposal is an attempt to outline the basic design and structure, goals, objectives, staffing implications, and offer a timetable for implementation of the program.

Design Features:

The basic design of the Community Development Program should concentrate on four major segments within our community as illustrated in Figure 1. These sectors are: (1) Business and Industry; (2) Area High Schools; (3) Governmental Agencies; and (4) the general residential population and its subgroupings. Figure 1 also shows areas of concentration within each sector. The communication mechanism between each section and the college comes via advisory/referral groups comprised of sector representatives and persons from the college. College representation might consist of the Dean, Director, Sector Coordinator, and key Department Chairs. The basic concept of the design is to break the community into workable units so that contacts and needs assessment can occur in a management fashion.

Program Goals:

The goals of the Community Development Program are designed to facilitate and complement the achievement of the mission of the college. The goals are:

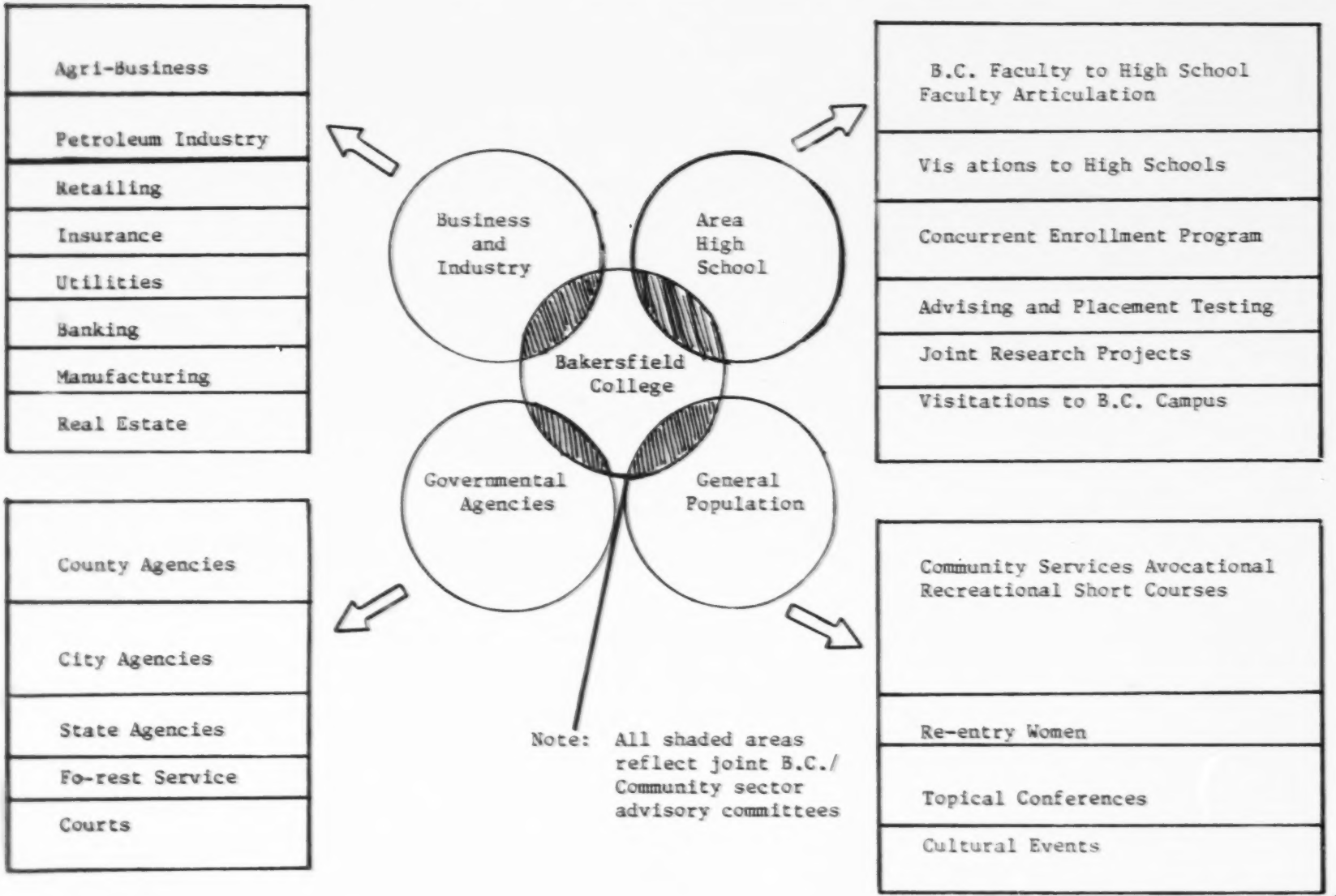
1. Increase the responsiveness of the college's curriculum to the educational needs of the community.
2. Increase public awareness of the diverse capabilities and expertise available to the community through the college.
3. Examine the present curricular offerings to see how these coincide with identified community needs.
4. Develop more short term courses in recreational and avocational interest areas at a modest cost to the public.
5. Seek out unmet educational needs in the community.
6. Utilize the talents of our faculty for new and challenging roles through curriculum development and innovation.
7. Develop an institutional mechanism for timely course formulation in response to identified community needs.

Program Objectives and Timetable:

The objectives of the program along with staff responsibility for completion of each objective are listed below:

1. Complete draft of program outlining basic concepts, goals, and staffing requirements by July 19, 1978. (Dean)
2. Solidify and refine goals and objectives by August 15, 1978. (Dean)
3. Establish a core operational structure for implementing the program by August 15, 1978. (Dean)
4. Complete inservice training of college personnel by October 1, 1978. (Dean/Director)
5. Break into operational clusters and begin to make community contacts and need identification by October 2, 1978. (Dean/Director)
6. Community service team move to existing avocational/recreational programs and survey students for additional wants/needs by November 1978. (Director/Coordinator of Community Programs)
7. Identify 6-8 community persons willing to serve as an advisory resource board for future program development by December 5, 1978. (Director/Coordinator of Community Programs)
8. Government agency team move to city, county, and state agencies to make contacts and identify needs by November 15, 1978. (Director/Coordinator for Governmental Agencies)
9. Identify 6-8 persons from different governmental agencies willing to serve on an advisory/resource board for future program development by December 5, 1978. (Director/Coordinator for Governmental Agencies)
10. Business and industry team move to agribusiness, petroleum, manufacturing, real estate, banking, insurance companies, etc., and make contacts and seek out needs in these areas by November 15, 1978. (Dean/Coordinator for Business and Industry)
11. Identify 6-8 persons from various areas to serve as advisory resource board members for future program development by December 5, 1978. (Dean/Coordinator for Business and Industry)
12. High school relations team meet with BC/school district steering committee to plan action on already identified needs with high school district counterparts by November 15, 1978. (Dean/Coordinator for High Schools)
13. Increase communication and joint planning for concurrent enrollment classes with high school district by December 5, 1978. (Dean/Coordinator for High Schools)
14. Construct master schedule for high school visitation program by December 5, 1978. (Dean/Coordinator for High Schools)
15. Development necessary literature for students and parents to be distributed during high school visitations by December 15, 1978. (Coordinator for High Schools)
16. Design and implement a program for faculty to faculty articulation by December 5, 1978. (Dean/Coordinator for High Schools)
17. Design and implement a joint data sharing system with the high school district by December 5, 1978. (Coordinator for High Schools)
18. Refine counseling, placement testing, and advising procedures for working directly with high school seniors planning to attend B.C. by December 5, 1978. (Coordinator for High Schools)
19. Finalize program structure and define lines of communication and program procedures by January 1, 1979. (Dean/Director)

A MODEL FOR INTERACTIVE RELATIONSHIPS OF BAKERSFIELD COLLEGE COMMUNITY DEVELOPMENT PROGRAM WITH THE COLLEGE'S SERVICE COMMUNITY



20. Meet with B.C. faculty on a departmental basis to explain program and inventory ideas and new curricular responses that are feasible by November 30, 1978. (Dean)
21. Compile total inventory of possible curricular responses that the college can make to the community by December 15, 1978. (Dean)
22. Set up timetable mechanism and procedures for developing a course in response to an identified need by November 30, 1978. (Dean)
23. Convene advisory/resource group by sector and set up initial short term or regular courses for spring by January 15, 1979. (Dean/Director)
24. Communicate to all faculty how program has been finalized and identify key resource persons for input of new ideas by January 16, 1979. (Dean/Director)

Figure 2 illustrates each objective in terms of a timetable for completion. Initial objectives relate to formulating a working team into an operational program. These are followed by objectives to inservice training of team members. Once college personnel are trained, the bulk of the objectives relate to activities that must occur in each sector to construct a sensing mechanism for identifying the educational needs and new markets in each sector. Finally, the last group of objectives deal with transforming identified needs into a curricular response.

Staffing Implications:

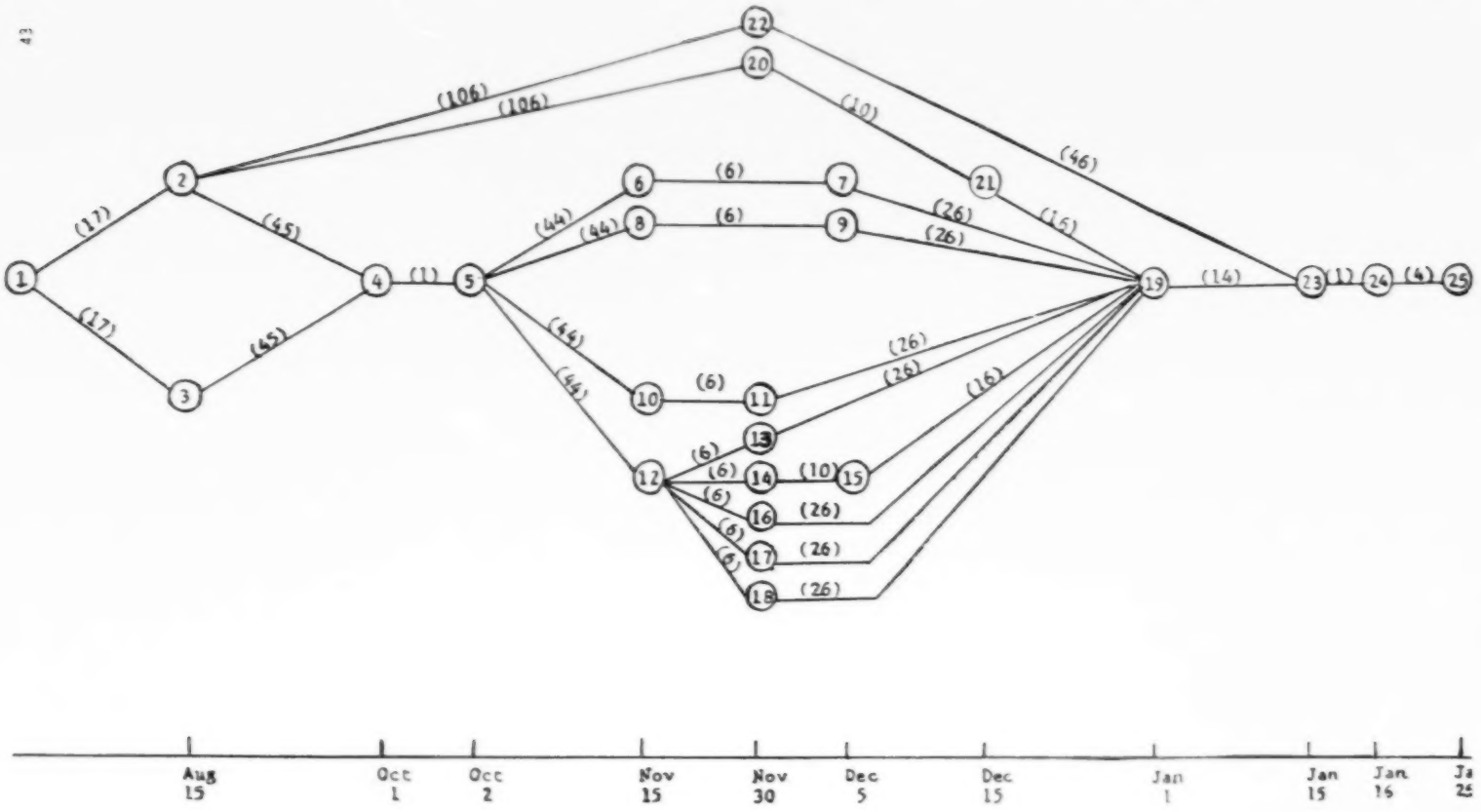
The Office of Admissions and Records has been assigned the function of providing the leadership and direction of the program: This necessitates two levels of staffing considerations. The first level is to construct an organization structure that will free the Ass't Dean to concentrate on the Community Development Program without neglecting the day to day operations of his office. Figure 3 illustrates the proposed reorganized structure for the office which utilizes the position of Registrar as a means to cover day to day operational problems of the office. The Registrar position would be filled from within from a reclassification of an existing employee. There would be no replacement of this person from district funds.

The second level of consideration is the staffing of the Community Development Program itself. I would make the following recommendations for staffing the program:

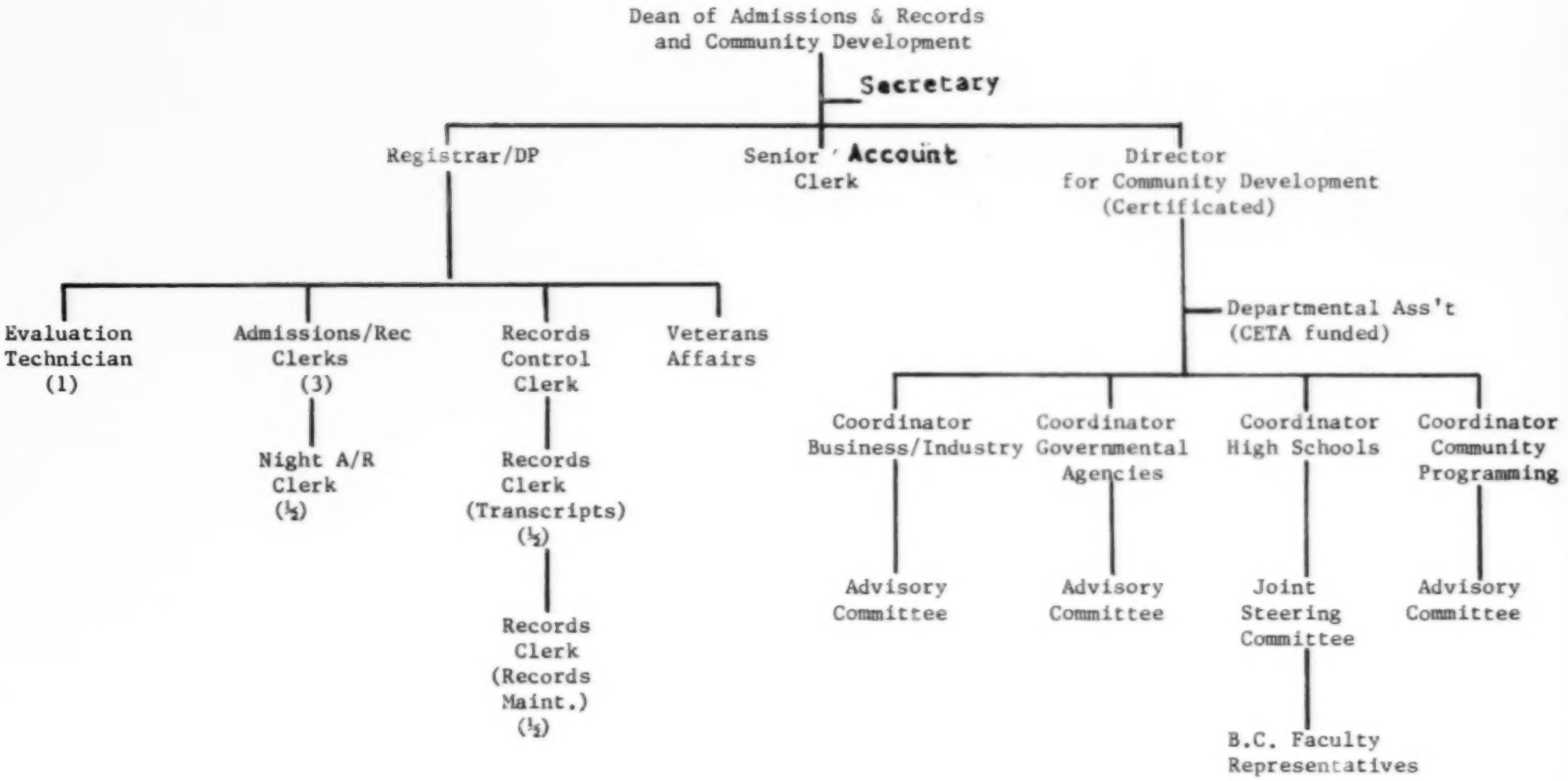
1. In order for the assigned Dean to work effectively with key persons in each community sector and to give the program a high priority within the institution, I would suggst an "Irish" promotion which would constitute a title change at no expense to the District this fiscal year. The title should reflect the importance of the role to be assumed. My personal preference would be something like Dean of Admissions and Records and Community Development; Dean of Community Development; or Special Assistant to the President for Community Development.
2. A full-time Director for Community Development be selected from the faculty ranks. This person must have administrative skills, faculty support, leadership and motivational capabilities since part of this role will be to "sell" the program to faculty in the early stages of its development and later keep several pots cooking simulataneously. This position is absolutely critical to the success of the program. Selection of a person not having the above skills and support will, in my opinion,

Figure 2

PERT CHART: Timetable and Objectives for Implementation of the Community Development Program at Bakersfield College



RECOMMENDED REORGANIZED STRUCTURE FOR IMPLEMENTING COMMUNITY DEVELOPMENT PROGRAM THROUGH THE ADMISSIONS AND RECORDS OFFICE AT BAKERSFIELD COLLEGE



cripple the program from the start.

3. There needs to be clerical support for this program. Figure 4 is a draft of a position opening for a Departmental Assistant which we now feel CETA II will fund. The primary duty of this position will be maintain a master calendar of activities in each sector and do all correspondence for the program staff.
4. Each sector of the program is large enough that activities within a sector need to be coordinated. I suggest a 2/5 or equivalent assignment for a Coordinator in each sector. The primary functions of the Coordinator are (1) sector contacts, (2) setting up advisory committees, and (3) communication to instructional areas.
5. In the high school sector I suggest that B.C. faculty be matched on a 1:1 basis with area high schools. In this 1/5 recommended the person would serve as the primary contact and referral person for his or her high school.

Figure 5 is an organizational chart with possible candidates for each of the positions discussed above. The names on this chart were generated from a series of conferences I have held with Drs. Chardbourne and Hernandez, Paul Howard, Vonnie Milliken, and Bill Heffernan.

To conclude this discussion of staffing, I thought that a discussion of objectives and who is responsible for completion of each objective might supplant the need for detailed job descriptions. Figure 6 is a copy of the objective implementation timetable showing with whom the responsibility lies for completion of each objective. The Dean and Director share most key objectives, in order to insure that both are knowledgeable and up-to-date with all aspects of the program. These two persons will initially split the sectors between them. Area high schools and business and industry are assigned to the Dean while government and general population needs are assigned to the Director. Depending upon who would be assigned as the Director, these assignments might be modified.

MURPHY'S LAW AND PROACTIVE BEHAVIOR

A proposal of this type is not totally valuable unless one anticipates some of the pitfalls and anticipated problems associated with its development. In this section I shall outline what I consider to be the problems of implementation based on my previous experience at Aims and consultation with colleagues and faculty at the Claremont Higher Education Management Institute which I attended earlier this summer.

1. The Community Development Program as outlined in the document has greater implications than just recruiting which is a surface perception held by most faculty. Instituting a program such as this may lead to extensive curricular change - especially when combined with the Project Vitality research of Dr. Scott. Are we as a management team prepared for this type of change?
2. A word of caution about the level of commitment to this type of program was discussed on the section on staffing. From experience at Aims I found that this type of program suffers from the "one shot syndrome" (i.e. the public and faculty can be motivated the first time, but the second shot is nearly impossible because you're riding on a perception of not being able to deliver.) Consequently, I feel that very serious

DEPARTMENTAL ASSISTANT
Admissions & Records

DEFINITION:

Under general supervision, to act as the primary secretarial and clerical resource for one or more departments of instruction, or for a major program of the college; to supervise other clerical or student help involved with the departments or programs; and to do related work as required.

EXAMPLES OF DUTIES:

Acts as secretary to the director of a program; interviews callers in person or on the telephone and screens calls; will take dictation or transcribe from dictating equipment; types or assigns and supervises the typing of purchase orders, newsletters and public information releases; types and may compose memoranda and correspondence; reviews correspondence and reports for accuracy, completeness, and compliance with established standards; helps prepare public relations releases; collates material; maintains or supervises the maintenance of a variety of files relating to departmental or program matters, students, and coordinators; may register students for classes; processes records, maintains records, and interviews students for specialized college-wide student programs.

DESIRABLE QUALIFICATIONS:

Training and Experience:
Any combination equivalent to graduation from high school and two years of clerical and typing or stenographic experience.
Knowledge and Abilities:
Knowledge of modern office practices and equipment; knowledge of business English vocabulary, grammatical usage, spelling, and punctuation; ability to read, understand, and learn operation rules and procedures of the particular department or program to which assigned; ability to assign and supervise the work of clerical assistants; ability to prepare and maintain accurate and complete records and reports; ability to establish and maintain effective relationships with others.
Special Requirements:
Ability to type 40 words per minute.
Ability to take dictation at 80 words per minute or transcribe rapidly and accurately from a dictation transcribing machine.

SALARY:

Range 31.5, $710-822, plus 8% annuity and other fringe benefits. This is a full-time, 12 month position with continued employment dependent upon additional funding.

APPLICATION PROCEDURES:

Deadline for application is August 10, 1978. Qualified applicants will be interviewed August 11, 1978.
Position is effective August 14, 1978.
Applications are available at the Placement Office, Student Services Building, Room 23.

POSSIBLE STAFFING SUGGESTIONS FOR CERTIFICATED SLOTS IN COMMUNITY DEVELOPMENT PROGRAM*

*Note: Director should be considered at a 5/5 position
Area Coordinators should be considered as 2/5 positions
Individual High School Coordinators should be considered at 1/5 positions

Possibilities for Director of Community Development

Phyllis Mallory
Don Johnson
Rod Marshall
Arlene Hashim
Peggy Buckley
Esther Torrez

Possibilities for Business & Industry Coordinator

Rod Marshall
Joe Newton
Don Rodewald
Bob Dietz
Jerry Collis
Ed Hageman
Lloyd Hokit
Paul Howard

Possibilities for Governmental Agencies Coordinator

Chuck Carlson
Merriem Palitz
Jesse Bradford
Dan Larios
Joe Newton
Archie Sherman

Possibilities for High School Coordinator

Jim Carden
Arlene Hashim
Caroline Willard
Esther Torrez
Charlie Krauter
Norm Fricker
Duane Damron
John Ackland
Sandy Bowers
Walt Johnson
Rod Marshall

Possibilities for Community Program Coordinator

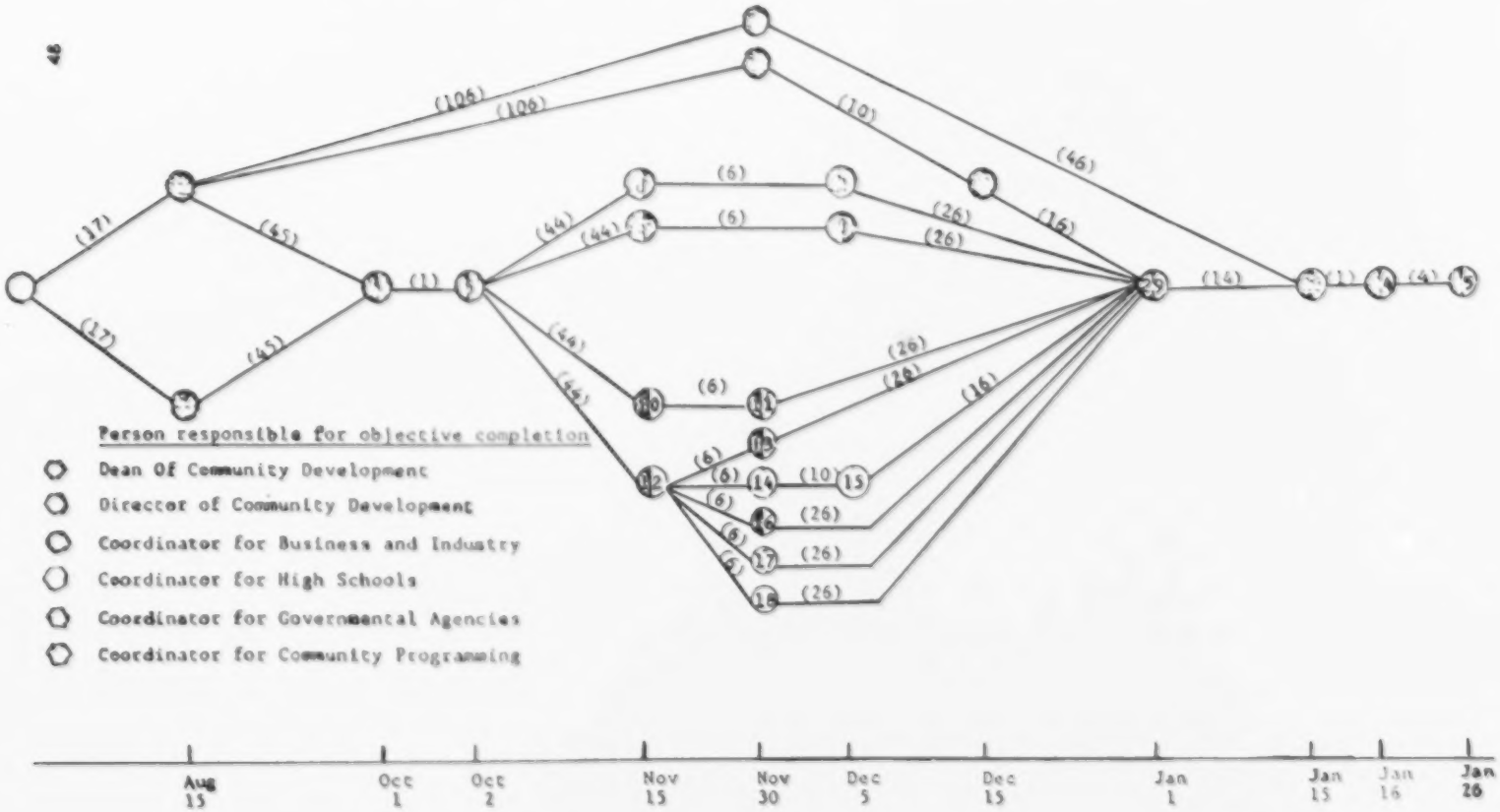
Ron McMasters
David Rhea
Don Rodewald
Merriem Paltiz
Vic SteMarie

Possibilities for Individual High School Coordinators

Vernon Valenzuela	Charles Krauter	Duane Damron	Walt Johnson	Perky Newcomb	Norm Fricker
Yukie Tokuyama	Keith Haycock	Bob Chapman	Harvell Pllard	Lowell Dabbs	Lloyd Hokit
Jim Whitehouse	Ron Allsman	Betty Jo Hamilton	Jerry Collis	Sharon Edgmon	Dan Murillo
Archie Sherman	Dan Larios		Ralph Drafve		Dix Kelsey
David Rhea	Rod Marshall	Bruce Pfutzenreuter	Carl Bowser		Bob Tuttle
John Ackland	Arlene Hashim	Bill Finch	Sandy Bowers	Caroline Willard	Bob Allison

Figure 6

PERT CHART: Timetable and Objectives for Implementation of the Community Development Program at Bakersfield College



consideration needs to be given to the level of support the college can and is realistically willing to give to the program prior to its launching.

3. I've not yet commented on the resources needed other than staffing. The PI office will need to put together a sophisticated PR campaign utilizing public service slots with the media. Literature will need to be printed for distribution to the various sectors - especially the high school sector. Monies for travel and public relations must be considered and allocated. The program will need AV and media presentations and the contributing talents of faculty like Rodewald, Dethlefson, Brink, and Murrillo for developing campus inservice and sector programming. Counseling and financial aid personnel will play a significant role in working with the area high schools.
4. The timetable set forth in the Pert Chart is one of optimism. I have tried to compress the development aspects of the program into a timeframe that will help us start to realize its "fruits" for Spring Semester 1979. I suspect that some sectors will progress more rapidly than others. We will have to adjustments as necessary.
5. How can we evaluate this program to determine if invested resources are paying dividends. I have not had an opportunity to construct the evaluation mechanism, but the MBO objective approach contained within the Model will be the foundation of the evaluation. Increased ADA can also be an index. Public and faculty support will also be a good barometer. These and other factors should be considered in whatever evaluation scheme is devised and implemented.
6. Fiscal support is always a delicate area and I have covered most of these needs. There is one, however, that deserves comment in view of present faculty negotiations. With the press of the faculty to replace all Continuing Education funds and drop the idea of any overload, I feel that $35,000 to $50,000 of the Continuing Education budget should be earmarked as "seed money" to cover course responses to community needs for fiscal 1978-79. The worst thing that could happen to this program would be to get the program cranked up and find we have no money to hire the types of instructors we may need.

APPENDIX B

SUMMARY OF COMMUNITY DEVELOPMENT PROGRAM HIGH SCHOOL RELATIONS TEAM COMPONENT PROCEDURAL MANUAL 1983-1984

High School Activity Time Line for 1983-84

Master Academic Calendar

Letter to BC Staff

High School Contact Letters (2)

Department Chairs List

High School Visitation Check List

Sample Press Release

Student Information Card

Opportunities at Bakersfield College

Visitation Day Follow-Up Survey

Information Packet Materials

1. Letter from College President
2. Bakersfield College Brochure
3. Registration Brochure
4. Student Activities
5. Special Services for Foreign Students
6. Graduation/General Education Requirements
7. Financial Aid/EOPS
8. Housing

High School Program Request--1983-84

Thank You Letters (2)

Kern Community College District
Office of Data Processing
January 23, 1985

APPENDIX C

BAKERSFIELD COLLEGE HIGH SCHOOL GRADUATE ATTENDANCE BY FEEDER HIGH SCHOOLS 1980-81 - 1983-84

BAKERSFIELD COLLEGE

HIGH SCHOOL GRADUATE ATTENDANCE BY FEEDER HIGH SCHOOLS

	1981 Grads Entering College			1982 Grads Entering College			1983 Grads Entering College			1984 Grads Entering College		
	Seniors 1980-81	FALL 1981	% Entering College	Seniors 1981-82	FALL 1982	% Entering College	Seniors 1982-83	FALL 1983	% Entering College	Seniors 1983-84	FALL 1984	% Entering College
Arvin High	240	* 56	23.3	258	58	22.5	221	54	24.4	196	48	24.5
Bakersfield High	428	169	39.5	514	162	31.5	419	180	43.0	388	156	40.2
Delano High	264	70	26.5	265	47	17.7	300*	68	22.7	300*	81	27.0
East Bakersfield High	236	72	30.5	271	76	28.0	233	77	33.1	247	69	28.0
Foothill High	286	101	35.3	310	77	24.8	251	70	27.9	234	66	28.2
Garces High	105	38	36.2	114	46	40.3	108	49	45.4	133	58	43.6
Highland High	254	101	39.8	292	76	26.0	210	103	49.1	206	80	38.8
Horizon High	78	15	19.2	96	16	16.7	0	0	0.0	0	0	0.0
Kern Valley High	100	10	10.0	155	24	15.5	91	18	19.8	103	30	29.1
McFarland High	67	16	23.9	62	14	22.6	78	24	30.8	61	14	23.0
Mojave High	89	8	9.0	81	3	3.7	78	0	0.0	68	3	4.4
North High	405	147	36.3	448	131	29.2	372	134	36.0	361	120	33.2
Shafter High	166	56	33.7	156	37	23.7	166	37	22.3	164	57	34.8
South High	301	100	33.2	362	86	23.8	280	93	33.2	283	96	34.0
Tehachapi High	119	30	25.2	99	18	18.2	142	31	21.8	114	22	19.3
Vista High	283	9	3.2	34	7	20.6	222**	6	2.7	212**	9	4.3
Wasco High	144	40	27.8	117	25	21.4	122	31	25.4	111	21	19.0
West High	388	144	37.1	464	120	25.9	403	154	38.2	354	134	37.9

* estimate High School Counseling Office
** includes Vista East, Nueva, Central Valley

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